

IMPACT ON STUDENT LEARNING PROJECT

(ABCTE candidates only)

Part 1: General Information

Purpose

This assignment is to give you the opportunity to tie together many pieces of the teaching and learning process to help you:

- determine the effect of instruction on all students' learning
- guide decisions about future instruction and plans to improve upon every student's performance
- communicate performance results to others
- reflect on your performance as a teacher

Method

- Please note that you should use pseudonyms to maintain confidentiality.
- Secondary students: select a section of students whom you are teaching and a unit of study on which to evaluate your impact on student learning.
- Decide on a method of collecting data to measure your impact upon student learning using assessments that will generate data suitable for analysis.

Part 2: Major Components of the Assignment

Design for Instruction and Assessment

- Describe a variety of community and classroom factors that may impact on your students' learning. These could include geographic location, district demographics, socioeconomic profile, physical features of classroom setting, availability of equipment/technology and other resources, etc.
- Describe the characteristics of your students, such as age, gender, race/ethnicity, exceptionalities (disability and giftedness), developmental levels, culture, language, interests, learning styles or skill levels.
- Identify 2-4 objectives which are aligned with state and/or national standards as well as district indicators, if applicable.
- Describe a variety of assessments that you will conduct before, during, and after instruction. You may assess students in an authentic/alternative manner, a traditional manner, or a combination of both. The assessments should be aligned with the objectives and should take into consideration the diverse learning needs of the students.

- After administering the *pre-assessment*, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. Use a table, graph, or chart. Describe the pattern you found that will guide your instruction or modification of learning goals.
- Briefly describe the activities and assessments for each teaching session. The activities should reflect a variety of instructional strategies/techniques. Include information on how you plan to assess student learning during and/or following the activity. (i.e. *formative assessment*)

Analysis of Student Learning

- Conduct a final test or project (*summative assessment*) which is correlated with the pre-assessment.
- Select a group characteristic (e.g., gender, performance level, socioeconomic status, language proficiency, etc.) to analyze in terms of **one of your objectives**. Tell why you chose this particular characteristic to analyze. Create a table, chart or graph that compares pre and post-assessment results for the subgroups on this objective.
- In a narrative interpret the data for evidence of impact on student learning, both for the whole class and for the subgroups.

Reflection and Self-Evaluation

- Discuss the implications of your analysis for instruction of students at the whole class, subgroup, and individual student levels. Remember to use pseudonyms to preserve student confidentiality.
- Identify further actions you would need to take to improve student learning.
- Evaluate the strengths and weaknesses of your own teaching, and identify some areas for your own professional growth.

Part 3: Organization of the Project for Mentor Review and Reflection

This should be included in your portfolio in Domain 3 or as a separate section.

Decide with your mentor if you would like to submit this information in the form of a report, or in separate subsections as each section is completed. Make sure the following are included in your final submission:

1. Design for Instruction. Include the following sections:

- ☐ Brief description of school and community factors
- ☐ Brief description of student characteristics
- ☐ Learning objectives keyed to standards
- ☐ Description of assessments to be done before, during and after instruction
- ☐ Chart of teaching activities and assessments for each teaching session

2. **Analysis of Student Learning.** Include the following sections:

- ☐ Table, graph or chart of whole class data
- ☐ Table, graph or chart of subgroup data, along with an explanation of why this characteristic for subgroups was chosen
- ☐ Narrative interpretation of the data

3. **Reflection and Self-Evaluation.** Include the following sections:

- ☐ Implications for instruction at whole class, subgroup and individual levels
- ☐ Further teacher actions
- ☐ Strengths, weaknesses, and areas for professional development

NOTE: Please refer to the rubric that follows for a detailed description of the criteria developed for evaluating the quality of your work. As you write each section, be sure to consult the rubric as a guide to the important features.

Impact on Student Learning Project – Assessment Rubric

Mentor initials indicate that through both observation and candidate reflection, the candidate has completed this component.

Criteria	Incomplete	Complete	Complete with Commendation	Completed
Design for instruction and Assessment	<ul style="list-style-type: none"> Does not incorporate community and classroom factors or characteristics of diverse students Fails to align with objectives/state standards Relies on one instructional approach and assessment measure Little or no variety of formal/informal assessments Not adapted to learning needs of diverse students Assessment measures not designed to assess progress in learning 	<ul style="list-style-type: none"> Incorporates community and classroom factors and characteristics of diverse students Aligns with objectives/state standards Uses variety of instructional approaches and assessment measures Some variety of formal/informal assessments conducted before, during, and after instruction Adapted to learning needs of diverse students Assessment measures somewhat designed to assess progress in learning 	<ul style="list-style-type: none"> Incorporates a wide variety of community and classroom factors and characteristics of diverse students Aligns perfectly with objectives and state standards; Uses wide variety of instructional approaches Good variety of formal/informal assessments conducted before, during, and after instruction. Adapted to learning needs of diverse students Assessment measures effectively designed to assess progress in learning 	<p style="text-align: center;">YES/No</p> <hr/> <p style="text-align: center;">Mentor Initials</p>
Analysis of student learning	<ul style="list-style-type: none"> Data are not summarized in graphs or tables Interpretation fails to include evidence of impact on student learning 	<ul style="list-style-type: none"> Data for whole class and subgroups are summarized in chart, table or graph format Data are correctly analyzed and interpreted for evidence of impact on student learning 	<ul style="list-style-type: none"> Data for whole class and subgroups are accurately summarized in chart, table or graph format with descriptive statistics Data are correctly and meaningfully analyzed and interpreted for evidence of impact on student learning 	<p style="text-align: center;">YES/No</p> <hr/> <p style="text-align: center;">Mentor Initials</p>
Reflection on student learning	<ul style="list-style-type: none"> Discusses the implications of results for instruction for class as a whole Identifies few or no changes in teacher actions Does not evaluate strengths and weaknesses of own teaching 	<ul style="list-style-type: none"> Discusses the implications of results for instruction for individual students at different performance levels Identifies what further teacher actions are needed to improve student learning based on assessment results Evaluates strengths and weaknesses of own teaching 	<ul style="list-style-type: none"> Meaningfully discusses the implications of results for instruction for individual students at different performance levels Identifies and explains what further teacher actions are needed to improve student learning based on assessment results Evaluates strengths and weaknesses of own teaching and identifies areas for professional growth 	<p style="text-align: center;">YES/No</p> <hr/> <p style="text-align: center;">Mentor Initials</p>

Note: Document to be used as a formative assessment and not part of the teacher's permanent record